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ABSTRACT

A comprehensive educational system should have enough internal identity and channels of communication so that educators in one setting can identify with those in other settings. The settings in which education takes place are not only schools and colleges, but also business, industry, and human services settings. The feasibility of establishing a comprehensive educational system with links between educators in these three settings is examined. Education is regarded as a life-long process for individuals in their societal, individual professional/vocational, corporate, cultural, and leisure spheres. Its goals are personal well-being, the common welfare of society, delivery of professional and commercial goods and services, the production of wealth, and personal and social quality. Various settings offer opportunities for developing skills to meet these goals--the family and community, colleges, schools, cultural institutions, social and religious agencies, employee training in business and industry, and continuing education in professional and trade associations. Schools, colleges, and departments of education (SCDEs) have a role in preparing individuals who will be responsible for teaching in these diverse settings. SCDEs can collaborate in planning teacher education programs for educators in diverse settings that complement the existing curricula of these units. A growing body of literature exists on ways in which SCDE faculty members can develop a fully comprehensive system of education within its present professional training program. (JD)

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BEYOND SCHOOLING:
TOWARD A UNIVERSALIZED SYSTEM OF EDUCATION

Presentation
by

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American Association of Colleges for Teacher Education
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Most, if not all of you, are familiar with AACTE's interest and activity in the issue of preparing educators for diverse settings. For several years the Association has been issuing publications and holding conferences on the role of schools, colleges, and departments of education (SCDE's) on educating educators not just for schools, but for other settings as well. Howsan and others touched on this topic in Educating A Profession issued by AACTE in 1976. More recently the Association has issued other statements including Human Services and Teacher Education in 1979 and The Practice of the Profession of Education in Diverse Settings in 1980.

In December of 1979 the Association held a well attended conference in New York and published abstracts of programs in

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30 colleges which reported programs of some kind or other that involved non-school educator training components. At last year's AACTE national meeting, the issue was featured again at a plenary session. At this session the business and industry sector began to receive more prominence, complementing the previous emphasis on the human services sector. I'll come back to this point later in my presentation. The importance of diverse educational settings continues to grow in the Association's work as witnessed by the theme of this year's convention: "Creating Conditions for Professional Practice in Schools of Education, Diverse Settings, and Schools."

Quite understandably, the focus of AACTE's interest in diverse settings has been the preparation of educators for those settings. The evolution of interest in the Association and its membership has been from teacher education in the schools to the education of educators for all settings in which educators regularly work. The evolution of interest, thinking, and activity is well represented in the writings of Ducharme and Nash (1976, 1978) and by the work of Joan Chenault, especially in her book, Human Services Professional Education: Future Directions (1978). More recently the Association's journal, The Journal of Teacher Education, devoted its September - October 1980 issue to the topic of "Human Service Profession and Teacher Education." It is noteworthy that all but one article supported the expanding role of SCDE's from teacher education for the schools to the education of educators to diverse settings.

Today I want to shift the focus, at least in part, from the

somewhat limited area of teacher education or the education of educators to the broader arena of all education: how it's delivered, where it's delivered, and to whom it's delivered. I think that it is extremely important that we in teacher education develop a rationale, not only for preparing educators for diverse settings, but also and more basically, for reconceptualizing the practice of education in diverse settings as forming an interconnected whole with organized and productive relationships among different sectors.

Let me approach this topic, namely building a comprehensive system of education with links among all sectors, by briefly describing how I came to my views about the interrelatedness of education across diverse settings and the important role that SCDE's should play in this picture. I think this is revelant because I, like you, have developed much of my thinking largely from experiences as an educator of educators. Although I believe that in part my present orientation goes all the way back to my undergraduate degree in philosophy, most directly I have come to a broad view of education through counselor education and many discussions with teacher education colleagues about how the body of knowledge and skills in teacher education would be useful to educational specialists in the many human service settings where I worked as a counselor and counselor educator. Before leaving Old Dominion University, I worked closely with colleagues, especially in counselor education, to establish a human services program at the undergraduate level.

My own thinking was helped along in an experiential way by

my move into the deanship of the School of Education and Human Development at George Washington University. When I arrived at George Washington University in 1979 the School of Education and Human Development already had several strong non-school educational programs, including a bachelor's degree in human services (which by the way is now our largest undergraduate program), master's degrees in musuem education, human resource development, therapeutic recreation, dance as a preforming art, community counseling, and travel and tourism, and doctoral programs in adult education, human resource development and community counseling. In 1979, one of the questions--one that is deceptively simple but fundamentally important--one of the questions that the fauclty put to me and to itself was, "How can we have conceptual and pratical unity admidst the diversity of our educational programs." This question is certainly not new nor is it exclusive to us at George Washington University. I know that it is a question that has been asked many times in many ways in other SCDE's. Nevertheless it is a question that continues to prod us to think about the unity as well as diversity of education across diverse settings and to search for ways to make working connections. It is also a question whose answer is important especially to those SCDE's that have already broadened or who intend to broaden their work to include the education of educators in diverse settings. Without careful thought and planning on the issue of the unity and diversity of education across diverse settings, the move of SCDE's into non-school educator preparation is likely to impede conceptual clarity on the matter, to exacerbate

turf battles among professionals, and to fragment further the already badly disconnected delivery of education across diverse settings.

Let me then talk briefly about what I call in this presentation a universalized system of education, and elsewhere term a comprehensive system of education. I like the latter terminology better and will use it in this paper.

First I need to say just a word about the term "system". A colleague once took me to task for proposing an "expanded system of education." According to him the system had expanded long ago. What he meant, however, was that the practice of education had for a long time been growing in diverse settings. This is certainly true, but it misses the point of an expanded system of education. I think that Seymour Lusterman, in his excellent report, Education in Industry (1977), also unduly stretches the notion of system when he writes that the massive educational enterprise in business and industry is already a part of one system. So at this point I wish to clarify what I mean by system in building a comprehensive system.

A system is more than just the existence or coexistance of similar practices, people, and institutions. It is true that education long ago exanded into places outside the schools. Indeed, this expansion of educational practice is an important reason why the system of education should be expanded. For a long time there have been many forms of adult and non-school education in business, industry, and community agency settings. But the education that is taking place in different settings

is not organized, either formally or informally, either tightly or loosely, into a working system.

This is not the place for a technical discussion of systems theory. For our purposes today it is sufficient to offer a non-technical definition of a system as an organized whole that is made up of parts that are related to one another in important ways, and these interrelated parts have a certain order and structure to achieve common or complementary goals. For example, a school is a system, and a school district is a system. A school is made up of parts (students, teachers, materials, etc.) that are organized and related to one another (teacher to learner, etc.), and there is an order and structure to achieve the goals of learning. The parts of the system work together, for better or worse, and an important change in one part of the system usually has significant effects in other parts of the system.

With this idea of a system, we can ask: "Does all education in the United States--in schools, colleges, business and industry, community and government agencies, and elsewhere--operate as a system?" The answer is certainly no. This is not to say that there is no cooperation. There are many examples of conferences that bring together school and college people with business, community, and agency leaders. There are projects and programs in such areas as vocational, cooperative and community education that combine the resources of schools, colleges, community agencies and industry. What is lacking is a comprehensive educational system that would provide working ties among

educators in all diverse settings. Although education has expanded all over the place, it has not expanded as a system of education, and this is a situation that can frustrate many potential opportunities to improve education on a broad scale.

One final introductory note about the idea of system as it is used here. As stated earlier, a system is certainly more than the coexistance of similar practices, in this case more than the coexistence of unconnected educating units scattered throughout our society. But it is also less than a rigid, closed and hierarchial bureaucracy coordinating everything and everybody from a central point. A comprehensive educational system would not be organized like a school district with a superintendent or like a university with a president. It would, however, have enough internal identity and channels of communication so that educators in one setting would identify with those in other settings, and all would work toward some common goals with coordinated efforts. It would not, as I see it, involve the establishment of a government bureaucracy but could use existing educational agencies at federal, state, and local levels to convene and build working networks among educating units in diverse settings. Such a comprehensive system of education would tie together at the state and local levels the educational enterprises of schools and colleges, business and industry, and the human services.

It should be noted at this point that even the idea of a comprehensive system of education does not appeal to everyone. An objection recently put to me by a member of the Reagan administration was that education is so diverse and has so many

meanings that it is neither possible nor desirable to integrate all of it into a system. The best we can hope for, perhaps the best we should work for, is the development of many independent and varied connections at the local level.

This is not a trivial objection. Education is diverse and is delivered in many different ways in a variety of settings, some with linkages, others with none. And all of this is happening without a system. Isn't it sufficient, therefore, to allow education, however it is understood, just to expand in independent local settings as needed or desired? Will not linkages among settings be established as needed?

This laissez-faire approach to education can be attractive. It does not raise the awful spectre of a bureaucratic system with central controls. It allows us to avoid the bother of seeking some precision in defining the elusive concept of education. It encourages the expansion of education, presumably everywhere, while suggesting very little direction and certainly no regulation.

A response to this objection is difficult and desirable. Difficult, because the reality being grappled with is so broad and diffuse, so unintegrated at present, that any initial attempts to describe the shape and dynamics of a comprehensive system will almost certainly miss some elements of the vast enterprise of education. Therefore, let me clearly state that this proposal for a comprehensive system, while aiming to be clear, specific and broad, is necessarily tentative and incomplete.

A serious consideration of a comprehensive system is desirable because, unlike a hands-off approach, a system offers a better opportunity to achieve the broad goals of education across all settings, to improve the delivery and practice of education within settings, and to establish the benefits of education in settings where it is weak.

With this introductory proposal for a comprehensive system of education, the remainder of my presentation will be devoted to the following points: a comprehensive definition of education, the major sectors in which education occurs, a three-dimensional illustration of educational practice, the distinctiveness of the educational model as compared to medical and managerial models, a description of educational goals in relation to diverse settings, and implications for teacher education.

First, a definition. I've found some of my colleagues to be somewhat impatient with the abstractions involved in a definition of education. However, I think definitions can have considerable operational power. A comprehensive system of education requires a comprehensive definition. Fortunately, Lawrence Cremin has formulated a lucid definition of education broadly conceived. Education, according to Cremin, is "the deliberate, systematic and sustained effort to transmit, evoke or acquire knowledge, values, attitudes, skills, and sensibilities, as well as any learning that results from the effort, direct or indirect, intended or unintended."[5] (1980, p. ix). This definition provides a conceptual framework which contains key ideas for identifying the interrelated threads of theory and practice that

give unity to education across diverse settings.

On the foundation of this definition it is possible to spell out five major characteristics of education in a comprehensive system:

1. Education is a broadly conceived enterprise. It encompasses a wide, systematic, and evolving body of knowledge, skills, attitudes, and processes that focus on and promote human learning growth, and development.

2. Education, broadly conceived, is conducted in many diverse settings. Its major and traditional association has been with schools and colleges. But no less importantly, education is carried out on a vast scale in many non-school settings.

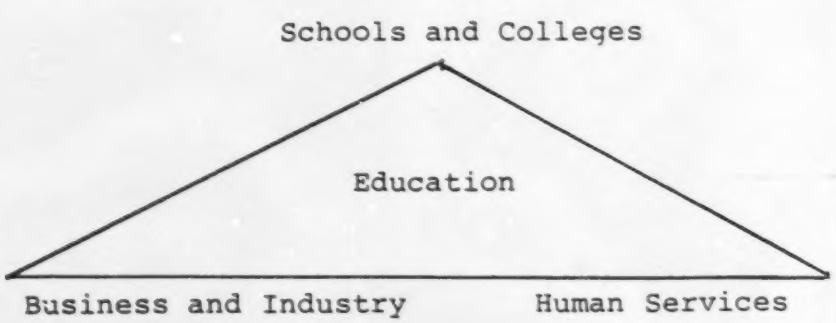
3. Education is delivered in many different ways. In addition to formal or traditional teaching methods, education is also delivered by way of large and small group facilitation, consultation, supervision, counseling, and telecommunications, to mention only a few.

4. Education occurs across the entire life span. Education begins in pre-natal care for expectant mothers and continues as a vital process throughout all the stages of human life: infancy, childhood, adolescence, adulthood, maturity, and old age.

5. Education is practiced in several different roles. Teacher is the role traditionally associated with education. There are, however, many other educator roles such as parent, youth employment trainer, community agency counselor, media specialist, supervisor, educational journalist, and human service specialist.

I propose that it is helpful to understand education as being delivered in three major sectors, each of which has a number of subdivisions or diverse settings. Although there has been great progress within AACTE and its publications regarding education in diverse settings, there are still some descriptions that tend to blur important settings or sector distinctions. For example, the first announced title of this convention identified school and non-school settings, an identification which was subsequently changes to schools and diverse settings. Many publications and presentations coming from our field of teacher education have focused on the human services settings and some have tended to lump business and industry education into the human services sector. I think this is a mistake because the goals, the manner of operation, the professional self-concepts in the human services sector and the business and industry sector are sufficiently different that the two should be seen as distinct sectors in the overall enterprise of education. So I propose, quite simply, looking at education in three large institutional sectors, diagrammed as a triangle (use transparency):

Sectors of Educational Practice



I realize that this scheme is not without problems. Where, you might ask, are such sectors as the family or the government sector? For the time being I wish to sidestep that question with what I know is an inadequate answer. To some extent it is possible to include the family in the human services sector and the government in the business and industry sector as a human resource development type of educational operation. I will come back to this question from a somewhat different point of view when I present a three dimensional illustration of education. For now, however, I think this presentation of the major educational sectors generally matches the reality of educational practice in diverse settings. I think it may also serve effectively for structuring dialogue among sectors. An example of this is the recent Compentency-Based Adult Education Conference whose theme was, "Linking Education, Human Services and Industry."

At this point it would be possible to give a long, informative, and interesting list of education programs in business and industry and the human services sector. I have written briefly about this elsewhere in a piece tentatively to be published in the fall (Kelly, 1982). A brief but excellent discussion of business and industry education programs appeared in the January 1980 issue of the Kappan. Suffice it to say here that education in business and industry is estimated to cost around $40 - 60 billion dollars a year, and education in the human services is spread across many agencies and institutions, such as museums, libraries, performing arts centers, social service agencies, and community-based organizations, to mention only a

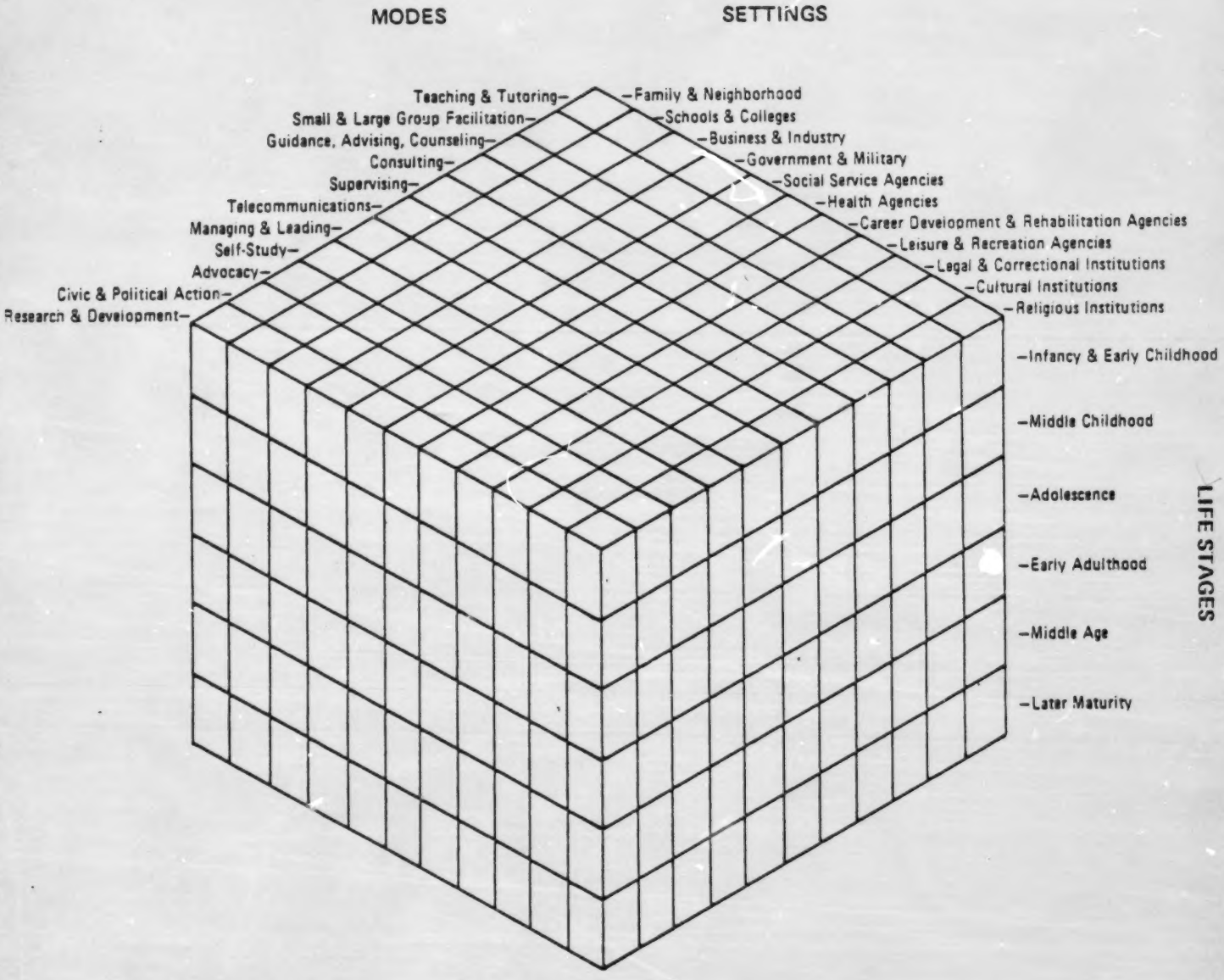
few.

This broad description of the three major educational sectors can be more discretely illustrated in a three dimensional representation of educational practice (use transparency - see Figure 1): modes or methods of educational practice, settings for educational practice, and life stages of learners.

The first dimension, "Modes," lists the methods or activities by which people learn. In eleven major categories, this dimension encompasses a broad range of educational activities. Some, such as teaching and tutoring, will be easily recognized as educational activities. Others, such as managing and leading or civic and political action, may at first seem out of place as modes of education. However, on reflection, it becomes clear that an activity such as leadership, while not primarily educational in nature or goal, may require considerable efforts to educate others. An effective leader must possess communication and pursuasion skills with individuals and groups. Leadership without an effective education component may result in authoritarianism or impotence. Likewise civic action, even advocacy, are important educational tools. One need only think of campaigns for highway safety, environmental protection, child nutritution, and reading through the Reading is Fundamental program.

The purpose of presenting so many major educational activities is not to turn every activity into an education activity, nor to suggest that education is in every human activity. Most of these activities have important non-educational as well as educational purposes. What this listing does is make explicit

The Practice of Education



how education is delivered in many diverse, concrete, real-life methods and activities. These mode categories (methods) obviously overlap. For example, the generic term teaching contains many specific techniques from the other categories. Advocacy is frequently a part of political action, and management utilizes small group techniques. Nevertheless, a distinction among these categories is useful in making explicit in how many diverse ways education directly occurs.

The use of these methods as educational methods is based on the distinctivenss of the educational model as compared for example, to the medical model in the human services or a managerial model in business and industry. A major strength and contribution of education in all sectors is the developmental orientation of education in contrast to a remedial, crisis, or mechanistic focus. Unlike the medical model that emphasizes diagnosis and remediation, or a social work model that emphasizes interventions in instances of extreme personal and social distress, or a management model that subordinates human resources to productivity goals, the educational model emphasizes the human potential for learning, growth, and development. This is not to say that education is not also practiced for remedial or prevention purposes; of course it is. But the major thrust of education is to provide timely learning at all the major developmental stages of a person's life and career. Education is not just a long list of methods and practices. It is an overall approach, a fundamental way of going about things , in which strategies stress problem prevention, systems encourage maximum personal growth and

social participation, and programs build on strengths rather than focus on deficits.

Now for the settings. Let me acknowledge right off that it is possible to categorize educational settings in several different ways (just as educational methods may be arranged differently than in figure 2). This list of settings is, however, comprehensive and indicative of major settings in which education occurs. These settings represent distinct, albeit overlapping, areas of important human activity. Such a list makes explicit how widespread is the practice of and responsibility for education and also indicates how disconnected education is as long as there is no comprehensive system. On the positive side, a list of specific educational settings provides a base for recognizing and tying together the components of a comprehensive system.

The third dimension of the model illustrates how education takes place across the entire life span. This is not new, certainly not to adult educators or infant and early childhood educators. The point here is to make explicit how education is important at all life stages. It would be possible to expand this dimension to include more discrete life stages, especially at the adult level where research is increasing. Certainly a sophisticated understanding of more discrete stages of human development is critical to the delivery of education, but the broad categories listed here serve the purpose of signifying education's role over the whole life span.

To view education in this comprehensive way puts us in a strong position not only to achieve all the broad goals of

education and enhance the methods of education, but also to identify more clearly where education is weak. To illustrate this, let me refer to a conversation I had with a colleague, a professional educator, who bridges the worlds between professional education and the travel and tourism industry. Based on his many years of successful experience in preparing and running education/travel programs, he states that the travel and tourism industry does not provide enough productive attention to the vast educational implications of the industry. There are many reasons for this. But, certainly, as long as the educational establishment (understood traditionally as schools and colleges) and the travel and tourism industry stand worlds apart, outside any connecting system, education will probably continue to falter in travel and tourism, and, on the other side, schools and colleges may miss some of the educational riches of that industry. And this is only one of many possible examples.

Goals of Education

No discussion of a comprehensive educational system embracing diverse settings would be complete without a consideration of the goals of education in relation to these settings. For example, the content of education in business and industry is specifically vocational and technical, while in cultural institutions the focus is on the fine arts and cultural heritage. Each educating unit accepts responsibility only for its own specific purpose, leaving the achievement of other purposes to other units. For example, social service agencies deal with social coping skills and leave basic literacy and career skills to the schools and

industry; liberal arts colleges deal with the humanities and leave vocational skills to business; industry deals with job-skills training and leaves liberal education to schools and cultural institutions. This arrangement makes some sense, since each unit must first serve its own purposes.

But this overspecialization in purposes according to settings can also be a problem for education generally. When important goals (e.g. basic literacy, liberal learning, vocational skills, citizenship, etc.) are too rigidly separated among diverse educational settings, or, to put it another way, when a specific setting limits its educational work to the achievement of one narrow educational goal, then those who are being educated may find their overall education unnecessarily fragmented, and sometimes conflicting and limited. A major aspect of a comprehensive educational system would be working connections among diverse settings so that all major educational goals could in some way be reinforced and advanced in all settings.

As a step toward considering responsibility for educational goals within a comprehensive education system, it is helpful to describe these goals and their relationship to various settings. Of course, the goals of American education have been prominently described before, for example in the cardinal principles in 1981 or again in NEA's 1938 Purposes of Education in American Democracy. My purpose is not to set aside these thoughtful statements, but rather to suggest a description of goals in relation to diverse settings. My purpose in this description is to offer a common base of understanding for making connections among the divergent and convergent goals of diverse settings.

I suggest that educational goals may be described in relation to five life spheres. (Use transparency here).

1. The Individual Life Sphere. The educational goals in this life sphere are related primarily to the personal development and well-being of individuals. Included here is the acquisition of social skills, basic literacy skills, personal-enrichment skills, and liberal learning. These goals are associated especially with education in the family, the neighborhood community, schools and colleges, cultural institutions, and religious institutions.

2. The Societal Sphere. The major goal in this sphere is the common welfare of society and the health of the state for its citizens. Education here focuses on citizenship and community involvement skills and is generally associated with schools, human service agencies, and religious institutions.

3. The Professional and Vocational Sphere. The goals of this sphere involve the delivery of professional and commercial goods and services. Included most prominently are work, professional, and career skills. These skills are associated primarily with vocational, professional, technical and trade schools, colleges, with employee training in business and industry, and with continuing education in professional and trade associations. This sphere, while certainly overlapping with the corporate sphere (see #4), is listed separately in order to emphasize the development of professional and vocational skills in themselves, e.g. medical healing skills, irrespective of fees received for skills.

4. The Corporate Sphere. The educational goals in this sphere are related ultimately to the production of wealth and profit. They include a wide range of business and job-specific skills necessary to profitable productivity. These skills are developed mainly in the extensive training and educational programs operating in many business and industries. This sphere overlaps with the professional/vocational sphere but is described separately in order to stress the legitimacy of the production of wealth as an important condition to the welfare of individuals and society.

5. The Cultural and Leisure Sphere. In this sphere educational goals are related primarily to cultural enrichment and leisure skills which enhance the personal and social quality of life. They are associated generally with cultural institutions, such as museums, art societies, and libraries, and with recreational institutions, such as parks and tourist and travel agencies.

Obviously, this is not an exhaustive listing of all educational goals. It is not offered as the only way to conceptualize these goals. The various life spheres certainly overlap, and reasonable arguments could be made for a different arrangement of skills and settings in the various spheres. However, this ordering of educational goals, skills, and settings according to major life spheres is sufficiently comprehensive and reality-based to provide an initial point of understanding for discussion and networking among educators from diverse settings.

Teacher Education

Now let me briefly shift our attention back to teacher

education, or perhaps a little more broadly to the role of SCDE's in the education of educators.

Many SCDE's have long been involved in non-school programs in such areas as rehabilitation counseling, adult education, mental retardation, recreation, and library science. However, this involvement grows, it is important that SCDE educators not only understand the dynamics and problems of educational settings outside schools and colleges, but also understand that educators from SCDE's are relatively new to both the human services movement and human resource development in business and industry. The human services movement has been maturing for over a decade in disciplines outside of education (Chenault, 1979). Human resource development has for many years been evolving as a practice and profession in business and industry and the American Society for Training and Development. If the development of non-school programs in SCDE's is spurred primarily by uninformed program add-on's or opportunistic enrollment strategies, then SCDE's will only add to conceptual confusion, turf struggles, and service delivery difficulties, and they may well fail in the face of more entrenched disciplines. This would be a serious loss for the human services, human resource development, and professional education generally.

A paraphrase of Chenault's three recommendations for SCDE educators entering the non-school field is in order here: (1) Become familiar with the literature of the national human services movement and human resource development; (2) Become as fully informed as possible about the education of educators

outside SCDEs; (3) Have a dual frame of reference that maintains collaborative program development with other disciplines but also is prepared for alternative program development where collaboration is not possible (Chenault, 1979).

There is a growing literature which can be used by SCDE's who are building or refining programs for educators in diverse settings. In developing such programs, Nash and Ducharme (1976) recommended certain steps, including building of faculty strengths, organization of human services cluster with an interdisciplinary faculty, providing faculty incentives revising faculty and student recruitment strategies, and broadening conventional themes of classes and faculty meetings.

Experience in human services education and human resource development at George Washington University suggests that the type of program an SCDE develops and successfully implements depends on several factors and activities. First, the SCDE should assess the nature of related training programs in its university and plan, collaboratively with other units if possible, a SCDE program that complements existing programs. Second, the SCDE faculty should clarify its understanding and philosophy of comprehensive education in diverse settings and develop programs based on this philosophy. New non-school educator programs should also represent a type of organic growth from the SCDE's present professional training programs. In this way new programs will evolve as an integral part of the SCDE's total educational work rather than spring up as an add-on. Third, the new human services or human resource development programs should begin by building on the SCDE's present

faculty and programmatic strengths. For example, a strong faculty in health and physical education may develop leisure and recreation programs, a stong early childhood faculty may develop day care programs, and a strong secondary methods faculty may develop a human services educator program for agency and community-based education projects. Fourth, the new human services programs should meet community needs and build on community resources. Training for real needs is obvious. However, the importance of special community resources must not be overlooked since they are indispensable for professional expertise from the field and for field based experiences and practicum settings for students. For example, an SCDE in a large industrial community may develop an employee training or human resource development program, while an SCDE in a tourist area may develop leisure or recreation programs. Fifth, the successful development of a human services or human resource development program will require a commitment by SCDE leadership with adequate allocation of time, resources, and incentives for faculty development and planning. The new program development should be encouraged with a positive atmosphere for dialogue, planning and change. Obviously, the role of non-school education should be encouraged and elevated while maintaining the critically and centrally important place of teacher education.

The truism that education is undergoing great changes is manifest in the expanded and expanding concept of educational practice and in the gradual emergence of a newly configured, comprehensive system of education. It is the challenge of educators

in schools, colleges, and departments of education both to help shape this comprehensive sytem and to prepare educators for its diverse educational settings.

EDUCATIONAL GOALS

LIFE SPHERES	GOALS	SKILLS	SETTINGS
INDIVIDUAL	PERSONAL DEVELOPMENT AND WELL-BEING	SOCIAL BASIC LITERACY PERSONAL ENRICHMENT (LIBERAL ARTS)	FAMILY NEIGHBORHOODS SCHOOLS, COLLEGES CULTURAL INSTITUTIONS
SOCIETAL	COMMON WELFARE OF STATE AND SOCIETY	CITIZENSHIP COMMUNITY INVOLVEMENT	SCHOOLS RELIGIOUS INSTITUTIONS SOCIAL SERVICE AGENCIES
PROFESSIONAL/ VOCATIONAL	DELIVERY OF PROFESSIONAL AND COMMERCIAL GOODS AND SERVICES	WORK PROFESSIONAL CAREER	VOCATIONAL PROFESSIONAL AND TECHNICAL SCHOOLS EMPLOYEE TRAINING IN BUSINESS AND INDUSTRY CONTINUING EDUCATION IN PROFESSIONAL AND TRADE ASSOCIATIONS
CORPORATE	PRODUCTION OF WEALTH AND PROFIT	BUSINESS JOB-SPECIFIC	TRAINING AND EDUCATION PROGRAMS IN BUSINESS INDUSTRY
CULTURAL/ LEISURE	PERSONAL AND SOCIAL QUALITY	CULTURAL ENRICHMENT	CULTURAL INSTITUTIONS LEISURE AND RECREATION

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